

## COLLEGE PARK ELEMENTARY

100 Davidson Dr.  
Ladson, SC 29456

**GRADES** K-5 Elementary School

**ENROLLMENT** 808 Students

**PRINCIPAL** Gloria H. Parker 843-797-2711

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-899-8602

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	65	12	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

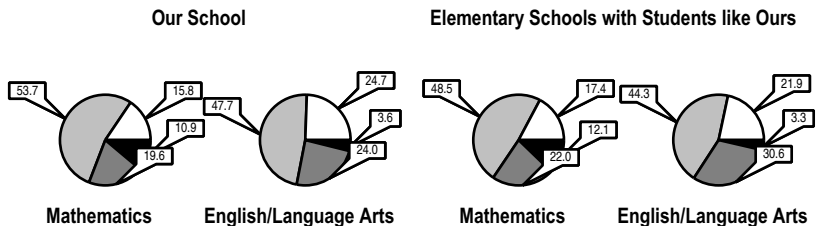
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




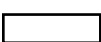
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	55	126	78
Percent satisfied with learning environment	85.5%	82.1%	82.9%
Percent satisfied with social and physical environment	87.0%	83.1%	76.0%
Percent satisfied with home-school relations	61.1%	85.4%	81.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	444	99.1	24.7	47.7	24.0	3.6	27.6	17.6
Gender								
Male	230	99.1	27.4	49.3	20.9	2.5	23.4	17.6
Female	214	99.1	22.0	46.1	27.2	4.7	31.9	17.6
Racial/Ethnic Group								
White	306	99.7	23.2	45.4	27.1	4.3	31.4	17.6
African-American	101	98.0	30.5	58.5	9.8	1.2	11.0	17.6
Asian/Pacific Islander	12	91.7	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	24	100.0	28.6	47.6	23.8	N/A	23.8	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	377	99.7	19.8	47.9	28.1	4.2	32.3	17.6
Disabled	67	95.5	53.4	46.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	444	99.1	24.7	47.7	24.0	3.6	27.6	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	436	99.1	23.6	48.3	24.4	3.6	28.1	17.6
Socio-Economic Status								
Subsidized meals	223	98.2	36.6	46.2	17.2	N/A	17.2	17.6
Full-pay meals	221	100.0	14.1	49.0	30.1	6.8	36.9	17.6

Mathematics								
All students	444	99.8	15.8	53.7	19.6	10.9	30.5	15.5
Gender								
Male	230	99.6	15.4	52.7	17.9	13.9	31.8	15.5
Female	214	100.0	16.1	54.7	21.4	7.8	29.2	15.5
Racial/Ethnic Group								
White	306	99.7	12.9	55.0	19.3	12.9	32.1	15.5
African-American	101	100.0	28.9	51.8	14.5	4.8	19.3	15.5
Asian/Pacific Islander	12	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	24	100.0	9.5	52.4	38.1	N/A	38.1	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	377	100.0	12.3	53.3	21.6	12.9	34.4	15.5
Disabled	67	98.5	35.6	55.9	8.5	N/A	8.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	444	99.8	15.8	53.7	19.6	10.9	30.5	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	436	99.8	15.5	54.1	19.2	11.1	30.3	15.5
Socio-Economic Status								
Subsidized meals	223	99.6	22.5	57.2	15.5	4.8	20.3	15.5
Full-pay meals	221	100.0	9.7	50.5	23.3	16.5	39.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	120	N/A	10.0	36.7	45.8	7.5	53.3
	Grade 4	120	N/A	20.3	57.6	22.0	N/A	22.0
	Grade 5	135	N/A	21.6	55.2	22.4	0.7	23.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	156	98.7	13.2	42.6	34.6	9.6	44.1
	Grade 4	148	98.6	27.1	46.6	25.6	0.8	26.3
	Grade 5	140	100.0	35.0	54.5	10.6	N/A	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	120	N/A	12.5	44.2	27.5	15.8	43.3
	Grade 4	120	N/A	24.6	44.1	20.3	11.0	31.4
	Grade 5	135	N/A	29.1	51.5	12.7	6.7	19.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	156	99.4	10.9	55.5	23.4	10.2	33.6
	Grade 4	148	100.0	11.3	46.6	24.8	17.3	42.1
	Grade 5	140	100.0	26.0	59.3	9.8	4.9	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 808)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Down from 3.9%	3.0%	2.4%
Attendance rate	95.3%	Down from 96.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.0%	Up from 15.5%	17.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.0%	Down from 9.7%	8.6%	8.0%
Older than usual for grade	1.0%	Down from 1.4%	0.9%	1.1%
Suspended or expelled	0.0%	Down from 0.7%	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	34.0%	Down from 34.7%	50.0%	50.0%
Continuing contract teachers	90.0%	Up from 81.6%	88.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.9%	Up from 87.6%	87.6%	86.2%
Teacher attendance rate	95.2%	Down from 96.4%	95.6%	95.3%
Average teacher salary	\$39,804	Up 1.9%	\$40,299	\$39,909
Prof. development days/teacher	11.7 days	Up from 11.0 days	11.3 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio	21.5 to 1	Up from 20.2 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 91.7%	90.2%	89.7%
Dollars spent per pupil*	\$5,732	Up 54.4%	\$5,732	\$5,892
Percent spent on teacher salaries*	63.0%	Down from 70.7%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

College Park Elementary, a school of academic excellence with a safe and caring environment, had a wonderful school year. Our students all made academic progress, had numerous opportunities for artistic expression, and gained in self-esteem through a variety of activities.

A staff of 57 certified professionals and 33 classified or support staff members worked to provide 864 students a variety of educational experiences. Academically the percentage of students scoring "Basic" or above on the PACT assessment in Language Arts and math rose in Grades 3, 4, and 5 for math and in Grades 3 and 5 for Language Arts. The number of students scoring "Below Basic" continues to decrease. In an effort to enhance instruction, 11 teachers applied for and received funding for grants totaling \$21,632.00.

This is the first year that College Park Elementary has received Title I funds. Through these funds, materials and supplies were purchased to support the Language Arts program and the Everyday Math initiative. Funds also provided opportunities for professional staff development and assisted in maintaining academic support through computer lab and programmed instruction. Parents were offered a variety of activities designed to provide information and assist the academic growth of their children.

Students are encouraged to participate in organized groups, clubs and events, which promote good citizenship and develop leadership potential. The 78-member chorus with 12 All County Chorus representatives, the Art Club, the Astronomy Club, and the J & J Book Club allowed students a venue for expression. The Student Council offered students a forum to develop civic responsibilities, as well as learn about our government.

One of the primary goals of our school and School Improvement Council is to increase opportunities for student learning. Our staff works hard to keep abreast of current research concerning the best methods for teaching children, so time and effort can be maximized for each student. Additional opportunities for learning have been offered through a summer school program, LEAP 2002 for Kindergarten - Grade 5, and A-STAR, an after-school tutorial program serving students in Grades 1 - 5.

College Park Elementary does not succeed by itself. Each student strives to reach his or her potential through a nurturing, challenging, student-centered curriculum involving a commitment from our families, school staff, and community.

Gloria H. Parker, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.